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A Glance at Belgian Education.

The little kingdom of Belgium, one of the smallest of European countries, stands high among her larger sisters in all financial and industrial matters, and this is doubtless due to the emphasis upon education, by which this land has for some time been notably distinguished.

A special correspondent of the *Chicago Daily News* recently gave some interesting statistics concerning the Belgian educational system. In the first place over eighty per cent. of the population above eight years of age can read and write, a figure not much exceeded by the most favored countries.

To accomplish this result there are two elaborate school organizations, the communal schools and the "allied" public schools, the latter of which are under the control of the religious teaching orders, and in which two-thirds of the teachers are under vows. In 1902 the figures for the communal schools were 306,174 boys, and 183,590 girls, while in the "allied" schools the boys numbered 62,871, and the girls 127,060. In addition to this there were private schools under state supervision where 53,388 boys and 94,116 girls received instruction. The total number of primary schools is about 7,000.

The cost of the primary communal schools is over \$800,000 a year, and their teaching force exceeds 17,500, few of whom belong to religious orders. These schools are, of course, free, as are nearly all the religious schools. To the latter and to the private schools go all the children of the higher classes. To the public schools go only the very poor. For a family, even in the most straitened circumstances to send a child to the schools directly maintained by the state, is for that family to lose all social standing. After the age of eight is reached the boys and girls are generally separated.

The kingdom has about 150 medium schools, attended by some 7,000 pupils. These "medium schools" correspond to our high schools and academies, and receive pupils at fourteen years of age.

At the age of fourteen general education is supposed to cease and special training begins. Those intending to prepare for the universities enter the medium schools, while the pupils in the country, as a rule, pursue agricultural and horticultural studies. Ten schools of such a special character are now maintained in Belgium, one being a veterinary college.

In the agricultural and horticultural schools the effort is to raise the grade of farming. The best modes of tilling are set forth, the use of fertilizers, grafting, the growth of the plant and flower and every subject calculated to improve the grade of a Belgian *parcel*. Girls are taught the best methods of making butter and cheese. There is at present a proposition before the government to send the most intelligent girls to those countries, such as Denmark, where cheese-making is an important business, in order that they may return home with expert knowledge.

In all of these schools the practical is constantly sought. Boys are taught various processes of grafting and the way to study plant life. Pieces of land near the school are measured, so that the children may know in the future how to divide off their property and manage it as well.

In thirty schools, subsidized by the crown, weaving is taught to the children of the factory classes. To these schools children are apprenticed and are paid a small monthly wage. More than 30,000 graduates have been supplied to the trades since the schools were first opened.

The best school buildings cannot compare with the magnificent high-school structures which are to be found in a number of American cities, but the newest schools erected in Brussels show as great an improvement over the schools in the old quarter of the city as any improvement seen in America. The new communal school at Saint Gillas, a suburb of Brussels, is a large, solid brick structure which would do credit to any municipality. In one respect the Belgian school buildings are noticeable. The facades are elaborately ornamented, and statues of plaster, stone, or bronze, representing some historical person or scene, often of a very considerable artistic value, give variety and beauty to the whole. Gables are generally decorated also with historical bas-reliefs.

In Brussels strollers in the streets and parks may almost any afternoon after three o'clock meet a teacher followed by a long line of boys or girls. They are going to some park or public building, and altho orderly, are evidently having a fine time. Such a method of teaching by object lessons is frequent, and the children seem to enter into the spirit of it and enjoy it keenly.

The royal government, the provinces, and the communes pay more than \$600,000 a year to the commercial and industrial schools. There are seventy-five of the latter, and 150 of the former. The subjects taught are commerce on a large scale, the consular service, brewing, mining in its various sub-divisions, glass-making, the running of steam engines, and in fact nearly all the industries and trades which are important to the kingdom.

For the instruction also of adults who were denied opportunities in their early years, 3,345 schools are maintained, in whose classes are 162,261 pupils.

At the top of the education of Belgium stand the four universities of Ghent, Liege, Louvain, and Brussels, which have long been celebrated thruout Europe. They contain 5,685 matriculants, of whom 1,200 are studying the natural sciences, and about a thousand each law and medicine. Only 125 students are registered in theology, owing probably to most of the priesthood being prepared in the special seminaries of the Church.

The National Educational Association will meet at Asbury Park, N. J., July 3-7. Pres., Supt. William H. Maxwell, New York City; Permanent Sec., Irwin Shepard Winona, Minn.

The Milwaukee Meeting.

By Supt. William E. Chancellor, Paterson, N. J.

It is, of course, always worth while to attend a meeting of the N. E. A. or of that "little N. E. A.", the Department of Superintendence. Of the Milwaukee meeting of 1905, one may fairly say that it was perhaps less open to the charge of imitating the conventions of the great association than any other meeting of recent years. Whether by accident or design, the programs of the general sessions and of the round tables were on the whole fairly well limited to the proper field of the department. Badly organized as the N. E. A. is, with some departments that, logically considered, are mere branches of other departments, and with several departments cross-sectioning and even conflicting with one another, this department deals with a subject whose meaning and content are somewhat definitely understood and to some extent appreciated. Any large meeting, therefore, is likely to repay the time and expense of the educators in attendance, not merely because the more influential men of the profession are brought together for mutual acquaintance, conference, and understanding, but also because the programs do more than "thresh out old straw."

It must, however, be said in all candor that the great Milwaukee meeting with nearly one thousand men and women in attendance—superintendents of states, counties, cities, and towns, principals of high and grammar schools, supervisors, college presidents, and other educators, together with an unprecedented number of bookmen, is not likely to be remembered as a meeting of vital significance in education. There was some mismanagement, as when the chairman of one section went to one place of meeting, by program, while most of the audience went elsewhere, by special notice, thus delaying the exercises more than an hour. There was at least one important error in judgment, in placing upon the program of a general session one young superintendent whose excessive "radicalism" was at least a decade in arrears, an arrival upon the grounds of the recent push by "slow freight" as it were, with a shout as of triumph. There was an unfortunate necessity of placing one afternoon general session in the morning, because of the failure of all but one of the speakers of the morning to arrive, by which change many persons who expected to hear the afternoon discussion, but were spending the morning in visits to various Milwaukee schools, were sorely disappointed. There was a general opinion that the hotel accommodations and service were not of the best; and an equally general opinion that the speaking at the meeting was on the whole mediocre and uninteresting.

On the other hand, certain features of the Milwaukee session of the department more than redeemed the whole. These features were the fine address of Professor Vincent, the clear exposition of the St. Louis charter by ex-President Eliot of the city board of education, the admirable account of the manual training work of New York city by Dr. Haney, the dinner held in honor of Dr. W. T. Harris, the several appearances of Dr. Soldan and Dr. Maxwell in set addresses and in extempore remarks, and the good weather which kept nearly all good-natured. Many of the papers in the several sessions will soon be available for reading in the various educational periodicals. It is, therefore, quite unnecessary either to present here their arguments or to summarize them. It is rather my intention to estimate their values as they appeared to me at the time or as they were

represented to me by other observers in those cases where, owing to the physical law that one body cannot be in two different places at the same time; I was forced to choose one rather than another session.

The opening address of welcome to the city of Milwaukee was given by Mr. William George Brece of that city. It was an excellent example of what such an address should be. In admirable diction and with much oratorical art, the veteran editor told us what the city is and does. If his praise of Milwaukee as a place of "the maximum of personal liberty with a minimum of private license" was afterwards seen to be somewhat extravagant, we were all ready to forgive him. Milwaukee is, indeed, a metropolis in course of development, with many fine public and private buildings and with much civic spirit. Of course, the streets were very muddy and badly built, but Milwaukee was an Indian village seventy-five years ago, and to-day it contains three hundred and thirty thousand people; artificers in iron and steel, malsters, tanners, merchants, clerks, artisans, and most of the other workers and servants of a great industrial city.

The rest of the program for the morning of Tuesday was a serious disappointment. With whatever efficiency, skill, and taste, with whatever philosophy and acumen, the gentleman who spoke may have organized the educational exhibit or have served upon the jury of award, it is quite certain that they were unable to express adequately in language the opinions and views to be expected from persons of their opportunity. Not that the several papers were incompetent; not that at all. They impressed the hearers as imperfect. It may well be that so vast an enterprise cannot be understood at or near the time of its completion. At any rate, we must look to later criticism, perhaps but not certainly to other critics, for a clear, definite, complete, valuable account of American education and comparative education elsewhere. It would be unfair not to mention here that one speaker, Dr. Rogers, made two good points, one when he advised Americans not to follow any European or foreign method that, carried out, would strike at the roots of our freely evolving democratic society, and the other when he said that American education produces too many lawyers, and too few technical and scientific men.

It would be well for the next Department president to try to secure for every general session at least one first rate public speaker. Otherwise, the fatigue of the auditors, in the course of several hours, becomes excessive. Incidentally, it is pleasant to note that Assistant Superintendent Blewett coined two good phrases when he spoke of education as "the Alma Mater of modern manhood," and of the city boy as one who defines his neighbor as "the fellow who crowds him." Unfortunately, his paper produced an unpleasant impression as an example of supposed logic because it laid down the principle that good rural schools are essentially a matter of "better teachers for more pay," and then proceeded to show by illustration that consolidation effects very great economy. No doubt, both things may be true; but the paper did not demonstrate how, and left the audience worrying over a conclusion that seemed to be fallacious and undesirable.

The only really fine speech of the morning was a little extemporaneous speech by Superintendent Soldan who discussed education as the antitoxin

for the evils of civilization, an antitoxin self-produced and calculated to render society immune to the worst diseases of congested populations.

The afternoon session began with reasonable discussions by the first two speakers, and then proceeded to a brilliant, impassioned, witty, illogical, unshamed harangue by Mr. Crane of the community of Marshalltown, Iowa. By what proceedings, it befell that this youthful antediluvian was elevated to the platform of the general sessions of the Department of Superintendence, has not yet been, I trust, never will be, revealed. He is in favor of teaching domestic science and art to girls, and woodworking to boys. This is well. What is not well is to suppose that in 1905 the superintendents of schools of American cities need to be ferociously assailed with diatribes, puns, and dreadful examples in order to be compelled to agree with one who hopes for martyrdom in an age of peaceful agreement.

Bad as was this exhibition of needless vanity and loquacious impropriety, the next event was considerably worse. Mr. Keating of Colorado arose and rebuked the preceding speaker, employing, as his temper rose, language scarcely parliamentary. He was immediately called down by the Chair, and the house. Then ensued a singularly interesting discussion. Superintendent Soldan, with German enthusiasm for the freedom of the scholar, argued that the last speaker must be heard, if he would refrain from personalities. A dozen other masters took part. It was a remarkable illustration of how small an incident may start a great train of significant results. To mention two speakers. Dr. Downing of New York made a fine little speech in favor of cultural studies, not as exclusive, but as central in any proper education; and Dr. Thompson of Ohio laid down the acceptable principle that the competent man may be, indeed is, developed by extremely varied educational training and experience.

In the evening, Dr. Harris gave another of those statistical discussions which even by his method of presentation are so uninteresting to hear, and which make so clear the fact that a very great educational philosopher may not be a statistical expert in any department outside his immediate knowledge. Certainly, some of us are by no means ready to accept many of the statistical opinions of the U. S. commissioner relating to the wealth and incomes of the American people and of their several geographical divisions.

The address by Professor George E. Vincent of Chicago was nearly perfect. He spoke with enthusiasm and with taste. His points were clear and valuable. His wit was apt, tho not too much in evidence. Best of all, he talked child study and social psychology, than which no other subjects are more important in education. We shall remember this address for many a year.

Of the addresses Wednesday morning little need be said. All regarded them as satisfactory in most respects. One may perhaps question the pronouncement of Dr. Maxwell that the state rather than the community is the primary authority in education. If that were so, New York city would have a lesser man in the superintendency of schools. One may perhaps regret the apparently excessive enthusiasm of Superintendent Soldan for the present St. Louis system. But we all see that these two men are of immense, but beneficent will power, and all of us, East and West, are ready to praise with them any kind of state law or city charter that in their opinion strengthens their hands. Personally, I believe that the St. Louis charter too greatly magnifies the board of laymen. I am unable to see why the

superintendent and business manager should have terms of but four years, while the members of the board serve six years. I venture to hazard the expression of a fear lest both the New York and the St. Louis charters make a good deal of trouble a generation hence, when other men are trying to carry on the work of these masters. Of the paper by the Hon. E. C. Eliot of St. Louis, it is sufficient to say that it was one of the finest discussions of school law we have ever had presented by a layman.

Wednesday afternoon was devoted to two round tables, one for city, the other for county superintendents. That for city superintendents was so largely attended, not only by such persons, but also by others, as to over-crowd the small room provided. The discussion was of the "round table" nature, but under general auditorium conditions. Chicago, St. Louis, Denver, Omaha, Baltimore, Kansas City, Rochester, and Newark were all heard from in regard to their methods for promoting teachers and advancing them in salary. Superintendent Van Sickle made an excellent argument for promotion examinations by thesis, submitted to and defended before the examiners. A good many clever things were said, the discussion by District Superintendent Lowry of Chicago being noteworthy for its thoroughness and skill in exposition. Just why Dr. Maxwell in the debate permitted the lion in his nature to break forth in a severe criticism of an innocent endeavor by the presiding officer, Superintendent Dyer of Cincinnati, to find out by vote the opinions of the audience regarding such matters as equal salaries for men and women, no one has been able to explain. Dr. Poland of Newark, after his usual artistic manner, stated the principles governing one of the best organized systems in America. Superintendent Davey of East Orange supplemented the discussion by an animated account of the one-man power in a high-class suburban city. Superintendent Carroll of Rochester, whose normal school bias is always in evidence, tried very illogically to broaden out the discussion into what he termed "the science and art of teaching." Then was heard the pleasant voice of Miss Gertrude Edmund of the Lowell Training school, defending the merit system there. Only one other woman was in evidence as a speaker at the convention.

Of the county superintendents' session little need be said. It was late in beginning, from mismanagement. It developed little that was new and interesting. But it emphasized certain extremely important matters. That the rural school must add to itself the course intermediate between the elementary course and the collegiate, we all know now. The welfare of American democracy is closely bound up with such an extension. Unfortunately, few men of force and scholarship have as yet devoted their lives to this idea. But the future promises this most desirable development. With Mr. Goodwin of New York behind the movement, we shall look for new life.

The unique event of the gathering was the banquet in honor of Dr. Harris, whose new portrait had been displayed since the first session upon the platform of the Davidson theater. One is at a loss to account for such an affair upon any other supposition than that this great educator, who is likely to rank with Henry Barnard and Horace Mann in the American pantheon, will in the near future withdraw from active service. Let us hope that he is now writing an autobiography or some other immortal book in order to hand down to posterity in proper form the substance of the philosophy of his life. There were several delightful after dinner speeches. One notes especially those by Dr. Harris himself and by Superintendent

Greenwood of Kansas City. Dr. Harris said that he hoped that his future career would justify the undeserved praises accorded to his past, while Mr. Greenwood declared himself the life-long pupil of the philosopher. In this connection, it is pleasant to note that Mr. Aaron Gove officially terms the profound and thoro scholar who has charge of the Kansas City schools a "dear old man." At this banquet, the presiding officer, Dr. Maxwell, appeared at his very best; and the very best in his case means wit, courtesy, strength, and poise to a degree that lifts him to the very height with the finest of our educators, the great university presidents included. The only one regrettable feature was the competition for banquet tickets. Hereafter, let the guests be "by invitation" (say) of the Department chairman, or else provide a banquet hall large enough to accommodate all who care to come.

Thursday was the last day. Dr. James P. Hane, supervisor of manual training, New York City, made an address that by common consent was held not only to be the most noteworthy of the session, but one of the best expositions yet developed of the new philosophy of manual training. It was careful, analytical, sympathetic, earnest, and very scholarly. The delivery was agreeable and interesting. Historically, the address was highly significant. But two decades ago, manual training was fighting for the right to be, and a great majority of superintendents were against it. In 1905 the Department is glad to recognize manual training as one of the essentials in elementary training.

The discussion of child-labor by Miss Jane Addams of Hull House, Chicago, was all that could be desired. She is a fluent, direct, pleasant speaker, with a mission which she is performing with enthusiasm and judgment. When, however, she arraigns superintendents for not interesting themselves more in the lives of individual children, after they leave school, she quite fails to put herself in the place occupied by such persons. There are three very good reasons why city and even town superintendents do not lend to the cause anything more than "moral support." In the first place, a superintendent is a tremendously busy man. He is a servant to society; and in caring for and managing the pupils in school, their teachers, and the necessary business affairs he already has more than he can do as well as he desires to do it. In the second place, the superintendent is appointed to perform certain specific duties. Not only has he no time for a work of agitation, but officially he has no right to turn his activities in any direction outside of his schools. When he does go into outside agitations, not only do his schools lose part of his energy, but he arouses against himself and against his office interests now too powerful to be conquered by him. In other words, a radical social reformer in the office of city superintendent would soon find himself charged with neglect of his public duties and meddling with matters beyond his province. Agitation is for private individuals only. In the third place, he cannot agitate because he has no adequate knowledge and no adequate power to accept any opportunity to carry out plans in the case of success. Were children to be kept in school by law until fairly well trained or until eighteen years of age, we should have no proper schools and teachers for them. To do so would involve far more funds than are now available. The butter is even now spread too thin upon the bread of American education.

As I write this, many other details arise in my mind for comment. But I must pass over them.

I shall always think of the 1905 meeting not as the Milwaukee meeting, but as the Chicago-St. Louis-New York meeting. The chairman was Superintendent Cooley of Chicago; and that city was well represented both upon the regular program and by the volunteer speakers. Assistant Superintendent Blewett was twice upon the program; and St. Louis was frequently brought in evidence by Superintendent Soldan. Dr. Maxwell was omnipresent.

A suggestion that the number of "round tables" be increased by making classes of cities according to population: Those under 50,000; those under 250,000; and those over; was several times discussed by the educators in attendance. The superintendent of Joyousville is not likely to feel greatly repaid by a program concerned with the problems of Metropolis.

In conversation with many of the visitors I learned that they belonged to several curiously defined classes:

1. Those who had "leave of absence" with wages docked,
2. Those who had plain "leave of absence."
3. Those who had "leave of absence" with railroad fares to be refunded.
4. Those who had "leave" with all expenses paid.
5. Those who had "leave of absence" with definite allowances, ten, fifty, a hundred dollars.

It occurs to me that there must be thousands of superintendents who cannot get even the leave of absence. What can the Department leaders do to lift the midnight from the minds of their boards? For it is a wonderful thing occasionally to see and perhaps meet the great men of American education. Every town and city whose superintendent knows Harris, Maxwell, Soldan, Cooley, Butler, Carroll, Poland, Van Sickle, Jones, and others like them is the richer and better for the presence of one who has heard the voice of these men.

I should like to take space and time to comment upon the debates in the Society for the Scientific Study of Education. Some good men are developing there. Some we already know quite well, Professors Russell, Jackman, Brown, O'Shea. Others we are likely to hear more of later on. Grant Carr of Oswego normal made a very good beginning in his argument Monday evening to the effect that education is as much a continuing enterprise thruout life as is life or medicine.

Many of the addresses were given without manuscript or notes, an excellent feature. There were side-trips to the public buildings, such as the fine museum, and the magnificent library. The street car service was very good. The management allowed three book companies to secure all the accommodations in the largest Milwaukee hotel, so that it became necessary to take a smaller hostelry for headquarters—an unfortunate proceeding, which it is hoped will not be repeated.

Chairman Carr has a fine opportunity at the Louisville meeting. Let him broaden his program to include more subjects of interest to superintendents in small communities. It will be well for the permanent committee on program to act as a board of censors so that no person be invited to speak who has not a seasoned knowledge of education. On this basis, with good speakers upon topics pertinent to superintendence, the Louisville meeting can be made better than the Milwaukee. And let all of the rest of us who go as auditors to hear the men of light and leading take no part in the discussions unless we know how to speak with discreet brevity upon phases of the topic of more than merely personal interest.

Manual Training in the Elementary School.*

By James Parton Haney, M.D., Director of Manual Training, New York City.

The term manual training has no well defined meaning, and in consequence no well defined practice. Some think of it only as constructive work, others as motor training in general. At the present time, in the higher councils of its advocates, there is an active debate on the question of how far the natural activities of the child should determine the industries he pursues in the elementary school. Both sides agree that the child must have manual work in abundance if he is properly to develop. Both sides agree also that his natural interests must be consulted in determining what special phases of manual work he is to do. But one side holds that his activities form a reliable guide to the industries which he should undertake, while the other protests that no activities seen in school are really natural. All rise more or less, they say, in response to the stimulus of the teacher; therefore they urge that stimulus be given to lead to interest in those activities which now make up the world's work. The first would give the child insight into the history of man's rise, the second would prepare him for future work in the world.

Faint echoes of this discussion have reached the class-rooms wherein elementary teachers are essaying to present the different phases of manual work. As a discussion these look upon it as theoretic and of small concern, while they turn to their immediate superiors for specific directions as to the manner in which they are to treat the practical problems which the arts present. Whether they solve the latter well or ill, depends largely upon the teachings of these leaders and upon the standards which they erect for them.

But leaders are fallible. Many a superintendent regards all motor work as "special," and is content to turn it over to a special teacher to organize and develop as best she may. Many of these teachers come to their task with training limited and one-sided. They are ill advised as to the underlying principles of the curriculum, and believe that success lies in keeping their special subject intact. To this end they labor, striving by isolation to magnify its importance. Thus there results much manual work taught in a manner not justified by sound pedagogy. Often there is an attempt to distinguish sharply between related activities. Art and manual training are held apart, despite the fact that they are to the little child

common means for expression—concrete, graphic expression. Thus the first canon in the manual training creed is violated. This states that drawing, construction, and design form the arts—one subject—and as such should be developed. Many reasons urge this identity. The arts are necessary to one another in practice. They cannot be successfully taught apart. Knowledge of drawing is needed in design, and knowledge of design in construction. The teaching of exercises—art for art's sake—should not be tolerated. The beauty the child learns should be beauty for use. Design unapplied is jejune and pointless; construction without art is an offense.

Developed apart the arts suffer. Their natural relations are obscured and their technical requirements exalted. Each appears to exist only for the cultivation of some peculiar skill. Such teaching is a mistake, it exalts the technical ideal. Whenever rapidity and skill are sought at the expense of original expression, one recognizes worship of this ideal. It accepts—even seeks the smooth product of automatic performance. It praises exercises which have required hours of mechanical work—tho they may not have had given to them ten minutes of actual thinking. It adheres to rigid sequences despite the fact that neither the child's interest nor understanding conforms to steps so ordered.

Over-emphasis upon the technical side violates another canon. This declares that the arts must be made developmental, not technical in aim—that they must be offered in each stage of the child's growth with specific consideration of his characteristics in that stage, and of the changes he must undergo before he can advance to the next higher stage. Technical ideals look to the product, developmental ideals to the producer.

We may distinguish three growth periods in the child's life. From the sixth to the ninth year he develops thru sensory channels. His language is limited, and drawing and making form his chief means of expression. From nine to twelve his interests multiply. Expression thru speech becomes more free. His brain reaches its maximum size and a desire for motion and things in motion becomes marked. Difficult muscular adjustments are now easily acquired, and habits of action readily fixed.

The twelfth to the fourteenth year sees the pupil pass from childhood to adolescence. The girl precedes the boy by a year or more. In this change nature shows to us a mystery. Striking alterations occur in the child's physical and mental make-up. As a child he was a sensory being, as an adolescent he is a sensitive one. He rises now to heights of appreciation and understanding quite beyond his power to express; to him may be presented those esthetic relations heretofore beyond his comprehension.

The arts on the physical side make a direct response to each of the periods named above. Arrest of motor development follows a failure to offer them at the proper time and in the proper manner. If they are begun and abandoned a distinct atrophy of the developed power occurs. As educational elements they require early presentation and constant use.

On the mental side they conserve individuality. They foster personal and not mass instruction. They necessitate constant judgment concerning form and pattern. They seek initiative and seek expression and markedly stimulate the imagination, and thus they aid to build up that appercep-

*Address delivered at the meeting of the Superintendents' Section of the N. E. A., Milwaukee, Wis., March 2, 1905.

In illustration of his remarks the speaker referred to a varied exhibit of manual work. This was arranged on cards and consisted of photographs of children at work making articles for use in the schools, and using scientific apparatus which they had made in the workshop. Some of the pieces of apparatus which the boys had made were also shown. These included pulleys, balances, levers, and mathematical apparatus, and a number of interesting cases holding butterflies which the boys had mounted for themselves. Some attractive pieces of woodwork were shown—tabourettes, brackets, boxes, and paper holders. The latter were accompanied by the drawings, the designs, and the color schemes which the boys had made themselves for use in the construction of their models.

Not the least interesting part of the exhibit was a series of cards showing the manner in which various exercises of the primary grades had been related to the language work and nature study which the little children pursue. These cards showed samples of drawings which the children had made in describing their home life, constructed forms which they had devised, and patterns which they had invented to decorate the constructed forms. One of the most interesting series showed some dozen or more lessons which had been developed during the reading of the story of Hiawatha. Here the constructed forms were very ingenious—the bow and arrow, the canoe, the tepee, and moccasins were all very real and individual.

tive background to which the child must relate all that he truly learns.

The arts besides act as a moral or disciplinary agent thru the periods of development. They cultivate habits of cleanliness, system, and order. They inculcate perseverance and hold up ideals of self-reliance and honesty. They lead by interest and are undertaken willingly—with avidity. Discipline in their presence becomes more natural and rational—the atmosphere of the school-room is made by these less formal. They give pleasure in their doing and serve thus to balance outside attractions. They are of marked service in keeping the child in school.

The specialization and segregation of the arts tends to violate another important principle of their teaching. This principle defines them as socializing agents of marked service in revealing to the child his physical environment. The arts naturally relate themselves to the life about him and help to disclose to him the relations of his fellows. They develop social action and lend themselves to joint or communal work. Their exercises are never so interesting as when they offer results of service in the class-room or in the home, or when they meet the child's interest in the world outside the school, by reflecting in little the tools and appliances used in real life.

The social conscience may be best awakened in the little child in this way. The interests of the arts are so varied and their forms of expression so various, that they give in their pursuit many points of view. Such social impressions react as expressions, and the good teacher will seek to have the child make such reaction habitual.

Never, as has been said, is the drawing and making so interesting as when they respond to some present need. Those who seek to develop technical ideals are apt to ignore or slight this fact. They endeavor to secure well-finished exercises, and to this end require copy after copy for practice's sake. In doing so they traverse a fourth canon of sound teaching. This requires that in the arts the element of reality must appear; it demands that they concern themselves with real processes and real things. The child passes thru the symbolic stage at the threshold of school life. Later his play spirit may lead him to many games of make believe, but even in his games he seeks reality wherever he can find it. In school it is important that he be not asked to undertake work the meaning of which he does not understand. The arts frown on formal expression built upon a basis of dictation and command, and robbed of all motive save that of fear.

Real reasons should move the child to his work. Each exercise should have behind it intelligent purpose and before it concrete achievement. Formal steps to develop any process must be followed by an opportunity for free expression, for a chance, that is, to do original work in which the new process appears. Thru formal training and practice exercises the child never gains the incentive to application, he never acquires conscious power to use his drawing, design, or construction to definite purpose. He may learn to make a neat drawing or model, but this, however attractive it may seem, has served small purpose if it has not the child's own thought in it. Conscious power comes when the products of the child's labor are tangible and useful. In the earlier years immediate results are necessary, but at the close of the pre-adolescent period the child is prepared to accept the practice as necessary to technical excellence. Technique is a subject which demands "a background of actual experience." The child should learn to look upon original expression as the goal of all preparation.

The aim of technical training should be to put the child in a position to use his knowledge for practical and personal ends. The skill taught should appear of real worth, the beauty as a positive excellence to be sought in all constructive and decorative expression. The plans drawn should be for service, so should the designs and the constructed forms. In short, every phase of practice of the arts should be instinct with reality.

Four principles have been presented as guides in teaching. To these must be added a fifth. This sees the error of allowing the arts even as a well-co-ordinated group of subjects to remain a group separated from the other subjects of the curriculum. As a principle this requires that the relation between the arts and other branches be made direct and intimate. The arts should act in the spirit of service. They should help in teaching, lending interest thru doing and aiding to give concrete form and shape to cloudy mental images. To find the various ways in which they may thus assist in the development of language, nature study, number, and other school interests is the business of class and special teacher. Some courses of study look to them as central subjects, while some admit them only as related topics, but whether developed from within or related from without it must be the business of the teacher to see that they lend themselves to the teaching of all phases of the curriculum. Than this there is no surer way of identifying them as essentials. One who has once discovered their power to make vivid and direct her teaching in other subjects will not again attempt to teach without them.

Five of the principal tenets of the manual training creed have been cited. Put into a single statement these declare that the arts are one—that they are part of the birthright of the little child and should form, as developmental and socializing agents dealing directly with use and beauty, an integral part of the course of study he pursues. How in the light of the principles would they appear in the ideal school?

In the first or primary stage we should not find them as separate subjects at all. We should discover them being used as a means of teaching, as agents injecting the concrete into many subjects of the curriculum. We should find the teacher constantly turning to her drawing and her making, in connection with her language work, her folk-lore tales, her nature study, her number lessons, and the like. The arts would be, as it were, dissolved in the curriculum, serving constantly as modes of teaching, as means for securing the child's personal expression.

Some of the children's work would deal with those occupations which have busied man thru the centuries, but such pursuits would appear, not as devices presented for the sake of having the pupil reconstruct the primitive industry, but rather as instruments giving him insight into the simplest elements of the life about him. Thru such work we should find him learning his own social setting, his studies turning about these things—food, shelter, and clothing—which make for his comfort and sustenance.

Technical accuracy thruout these years we should find subordinated. The work done would require no fine muscular adjustments. None of it would be small—trying both to sight and fingers—and none mechanical, leading to hours of automatic performance in braiding or weaving. The materials used would be many. Original expression would constantly be evident, the things made would belong to their makers.

With the children of the pre-adolescent stage we should not find as marked emphasis on free expression thru drawing and construction. With

such pupils the arts would be found serving as agents, giving precision of handling and self-control. Many processes would appear in the classroom, drawing, painting, cutting, pasting, sewing, binding—envelopes, calendars, booklets, etc.—all in use in developing concrete forms of immediate value. We should find, too, the pupil's rising critical sense being employed to determine the necessity for drill, and drills being undertaken as failures showed the need for them.

Higher in the school we should find the children well advanced in knowledge of processes, the boys in the school shop and their sisters studying the principles of domestic economy in the school kitchen. Plans we shall find being used in the shop, plans made by workers busy in carrying them out. At times we should find the boy working in individual fashion, at other times as one of a group employed on some elaborate model for the school. Applied design, too, of no little beauty, we would find the pupil making and using. His knowledge of both construction and design would appear in the simple lines of his self-planned model and in the suitability of the decoration he had designed for it.

At fourteen we should find our pupil with his elementary school completed. He stands with his native interests heightened by cultivation. His hand is gifted with no little skill. He can perform some score of operations and is familiar with some score of tools. He will make for you a simple

plan and use it. He can design a simple decoration and apply it. He has completed during his school life, half a hundred models or more, books, toys, home utensils, and simple pieces of scientific apparatus. Thru his work he has conceived a strong constructive bent and has learned to see the world about him as a constructive world. He has had awakened in him an esthetic sense, has had his eyes opened to beauty. He has learned to know it thru searching for it to discover fine lines, harmonious proportions, and fitting decoration.

Above all he has had revealed to him, himself—he knows something of the power which lies in his creative brain and in his dexterous hand, something of his own ability to mold and shape the environment in which he lives. Thus the arts have served their purpose as essential elements to his elementary schooling.

We have stated our theory and pictured our ideal. The question that remains, is to state how this ideal may become real, how this theory is to be made practice.

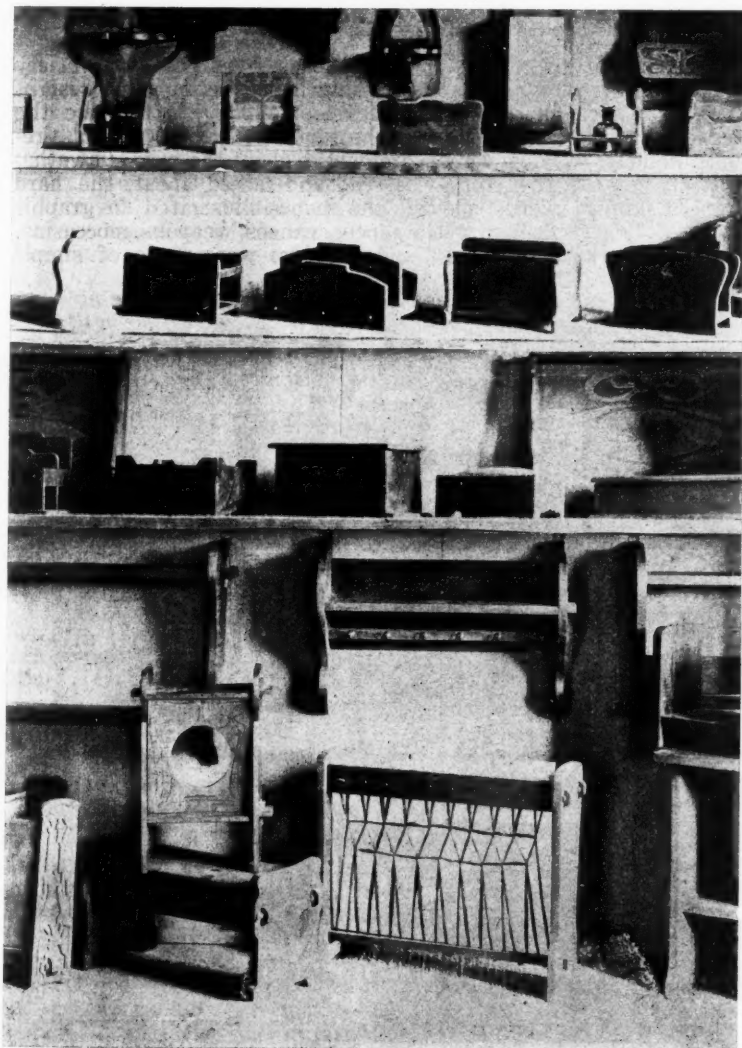
If one is at perfect liberty to organize a course of study the theory may be followed closely and we may make the arts central, using them as forms of industrial and social activity from which all the other work of the class-room proceeds. Certain isolated schools have thus developed them. Such development leads to perfect unity in the course of study.

Another method of effecting close relation-

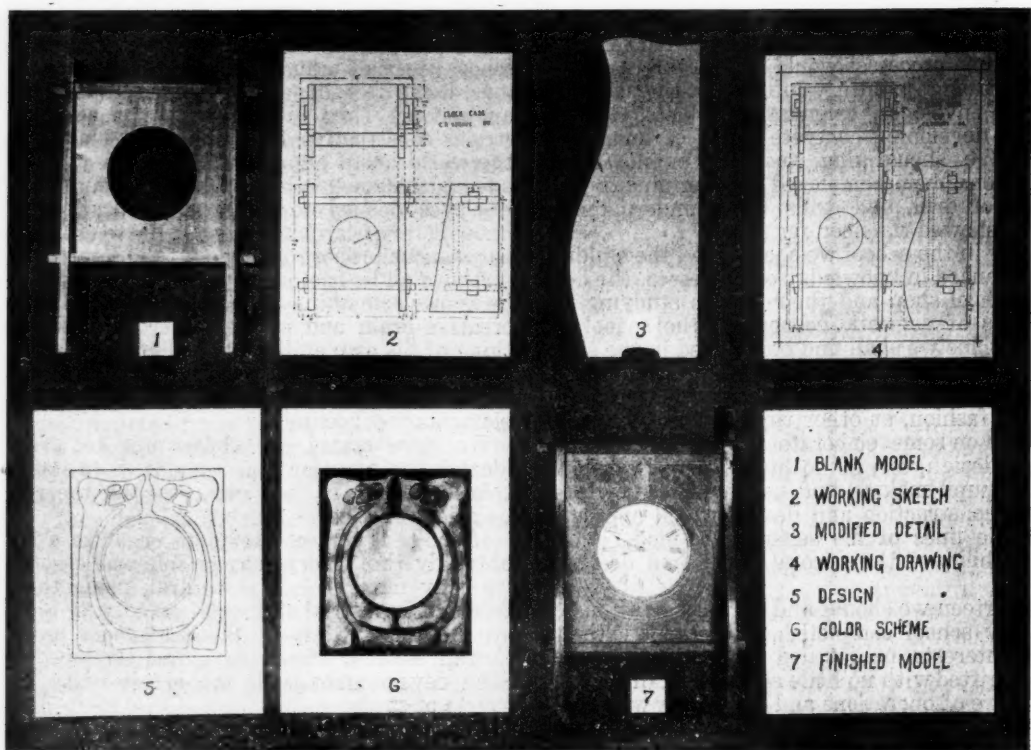
ships is to organize the general curriculum on the Culture Epoch plan. Here the pupil in studying the lives of primitive peoples faces man's elemental needs for food, shelter, and clothing. In such a curriculum the arts spring from the child's study of primitive occupations, from elements in his re-solution of the first great problems of his kind.

It will be noted that these two plans represent in practice the beliefs of the two parties in the debate to which reference has been made. Both develop the arts as essentials, but the first makes them central, presenting them as activities evoked in response to a study of 'immoderate surroundings, while the second sees them as forms of industry which must be studied if the child is to relive the life history of the race.

Both plans have advantages, but it is not the purpose to discuss their relative merits. Courses of study which follow the lines indicated, are not common. To the great majority of teachers the problem of the arts is to relate them to a curriculum organized in manner suggested by the Report of the Committee of Fifteen. Five co-ordinate branches, present themselves in such a curriculum, the greater emphasis being upon language. To relate the arts directly to these branches, it is necessary that in the early years, certain centers be selected, to which the drawing, construction, and design may be immediately referred. Many such centers offer in language work, na-



Examples of Models from Different Grades.



The Work of a Single Pupil. Showing the Steps to the Complete Model.

ture study, geography, etc., the first course of study at hand suggesting the following in its syllabus on English:

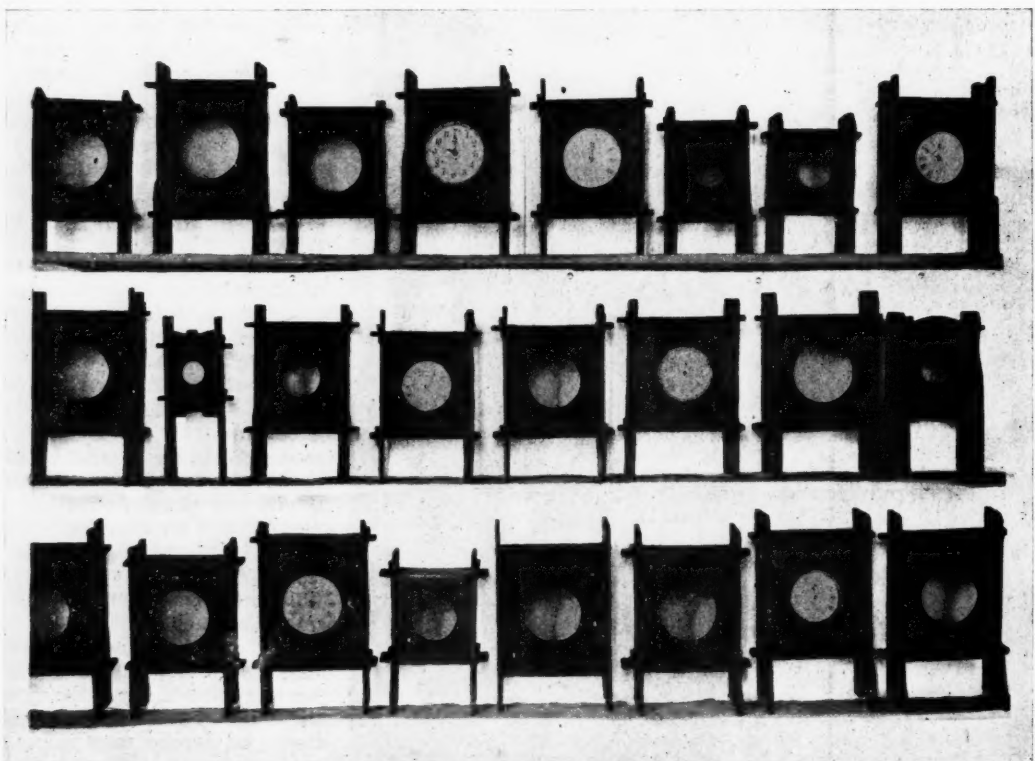
First Year—Playthings, pets, games, outings.

Second Year—The home, occupations, holidays, and seasons.

Third Year—Readings on the Indians, Eskimo, Arab, Dutch, and Chinese.

Around each of these may be gathered the work

of a week or more as each gives rise to a variety of lessons in drawing, construction, and design. In a practical development of this scheme the writer has seen the work of a third year class revolve for several weeks about the hero Hiawatha. The story was read and talked about, the hard words spelled, the scenes illustrated in graphic fashion. The tepees, canoes, weapons, moccasins, snow shoes, and the like were made of simple



A Class Exercise. Showing Individual Modifications.

materials, and suitable designs were thought out and applied. The whole series of lessons was alive. The children vied with one another in offering suggestions for possible use in drawing or making. Their keen attention followed as their interest led.

In the higher grades it will not be found possible to relate the arts as directly as in the lower, to other branches of the curriculum. It is now not a matter of having the pupil express himself thru the arts, as of having him skilfully construct some form of use and permanent value. A great variety of such forms are to be developed about school and home. The school offers opportunity for the making of various commercial or group models in connection with the study of science, nature study, geography, and mathematics. Other very satisfactory exercises gather some score of lessons in free hand and mechanical drawing, in color, design, and construction around a form, useful in the home.

Various questions regarding materials and methods must here perforce remain undiscussed. Those relating to expense may be briefly considered and dismissed. A liberal school board means the possibility of working in many media, an economical one means that pencil and paper must suffice, with such additional material as the children themselves are in a position to furnish. It is, however, to be understood that the spirit of the creed which has been presented may be maintained, however liberal or meager the supplies. This spirit looks to see the arts in use—helpful, vivifying. Understood, it makes possible their successful development as well in the one-room country school as in the great city system. This spirit must find expression as well in the office of the school superintendent as in the class-room of the lowest grade. Thus do we return to our first proposition.

Failure in the arts must lie at the door of the school officer who leaves them as specialties to work out their way alone. Success comes to him who studies them and causes his teachers to study them—in their relations. That curriculum will develop best in which they are taught by those who comprehend their peculiar power and who have been led to employ them directly, and in personal fashion. Success in the arts is to be measured in terms of use. They must be taught for use and not for show.

Clothing for School Boys.

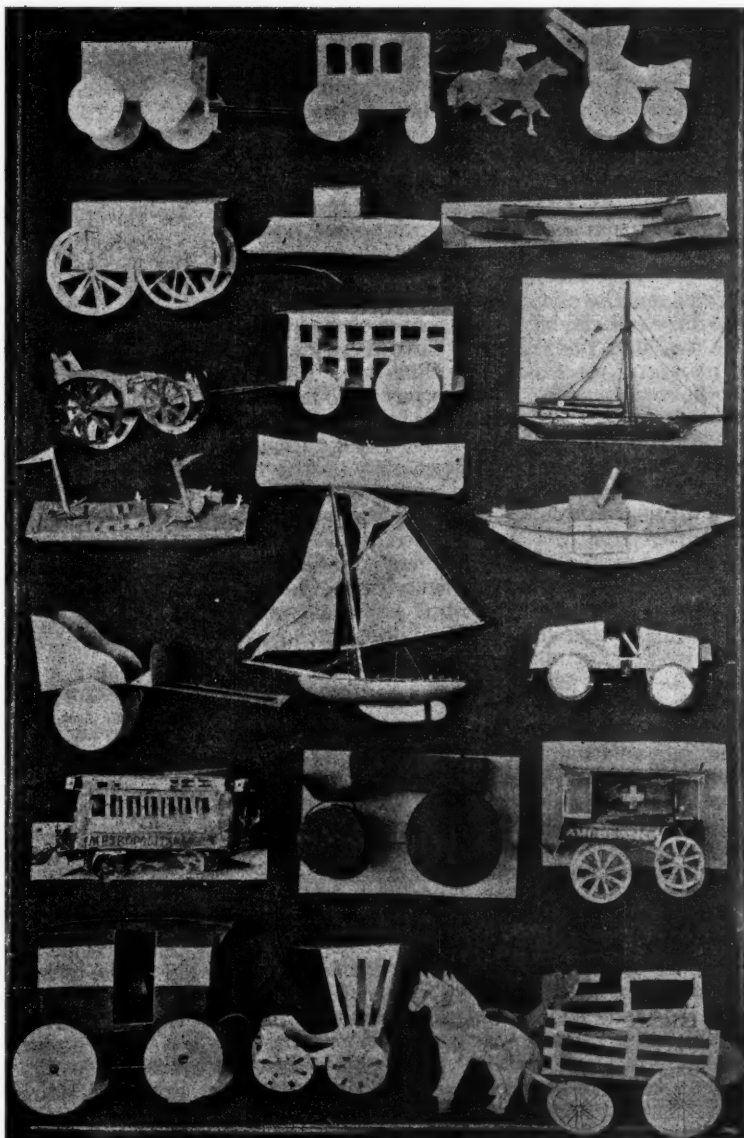
A head master of one of the oldest schools in Surrey, the Kingston Grammar school, upon assuming charge recently, addressed a letter to the parents of his pupils urging the adoption of a more rational dress for boys. This schoolmaster asserts that the vest, or waistcoat, is no protection to the most vulnerable part of the body, the back, because the hinder part of the

waistcoat is not of wool or a heavy material, while the tightly buttoned vest prevents the fullest increase of chest growth. He advises parents to dispense with the waistcoat and to clothe their boys in sweaters and flannels; in his opinion a blue flannel shirt and flannel collar with a red tie would be appropriate and pleasing. While acting master at Lorretto school, at which the boys dressed as suggested and were enabled to take active exercise at any time without running the risk of taking a chill, he observed that the average boy became "larger limbed, broader chested, and on the whole more physically fit than the average boy at any other public school." Bicycle rides to school and the various physical exercises and outdoor sports result in much perspiration, and if a linen or cotton shirt is worn there is constant liability to colds.—Marshal Halstead, Consul, Birmingham, England.

Sept. 17-20—International Congress of Childhood at Liege, Belgium. American committee: Chairman, M. V. O'Shea, Madison, Wis.; secretary, Will S. Monroe, Westfield, Mass.

July 3-7—N. E. A. at Asbury Park, N. J.

July 11-14—American Institute of Instruction at Portland, Me.



Free Primary Constructive Work. Developed in Connection with a Study of "Transportation."

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending March 18, 1905.

The Bureau of Education.

The bureau of education has of late become a subject of earnest discussion among educators. This is in itself significant of the increased importance attached to that office since Dr. Harris has been the head. Before his time it never occurred to anyone that the bureau might be raised to a place of prominence and power in the educational work of the United States. The government at Washington still adheres to its traditional indifference with regard to the present needs and possibilities of the bureau. How little respect is shown to the office by the cabinet is evident from the disposition of matters that should logically be under the disposition of Dr. Harris. The Philippine school affairs are in charge of the war office, the Indian school department is a separate organization, Porto Rican education is completely isolated, not to speak of agricultural instruction and other matters in which the advice of the bureau's chief could be of incalculable service. Not only does the government deprive itself of the advantages which a wise organization of the various lines of educational effort would yield, but it retards also the development of the bureau into a great educational center by inadequate financial support. There ought to be two or three deputy commissioners to look after the growing administrative work and departmental organization and management. Dr. Harris's great strength is in philosophical and practical phases of pure education and sociology. The clerical business should be looked after by a special officer so that the chief may be able to devote himself wholly to advisory duties.

One way in which the Bureau's usefulness might be enormously developed would be by extensive and direct educational investigation and by making the results of these observations available to school officials throughout the country. The mode of research supported by the Society of Educational Research would seem to recommend itself particularly for this line of activity. Whatever scheme is adopted, the Bureau ought to be enabled to transform itself into a great clearing house of educational experience. State commissioners of public instruction and county and city school officials, in fact any one connected with school work should be encouraged to write to the Bureau for needed information regarding any purposed departure in the scholastic field. Legislators might be supplied with needed data regarding contemplated educational measures and the county could thus be saved much wasteful experimenting by availing itself of the accumulated stock of sectional experience.

Constructively, too, the Bureau might make itself useful in the elaboration of minimum standards of professional qualifications to govern the issuance of teachers' licenses in the various states. The mere publication of the cold facts concerning present standards and methods of examining teachers would be a valuable contribution toward much needed reform. But much more may be done. With Dr. Harris as chief, his marvelous encyclopedic knowledge, his extraordinary power of discernment and classification, and above all his unsurpassed philosophic judgment and the educational authoritativeness of his utterances could

convert the findings of the Bureau's investigations into powerful levers for educational improvement over the whole country. Here is President Roosevelt's opportunity for bringing the influence of the national government to bear upon the educational advancement of America.

Greek in English Universities.

For some time one of the foremost subjects of interest and debate in England has been whether the study of Greek shall be retained as compulsory in the Universities of Oxford and Cambridge. Oxford decided to retain it some time ago, but the real struggle came at Cambridge, which has always been more devoted to scientific studies and less zealous for the classics than her sister on the Isis.

The discussion developed a remarkable divergence of opinion among the educational authorities. Dr. James, head master of Rugby, declared that the retention of Greek was the only salvation for a high type of general culture, while Dr. Gray of Bradford said that Greek had lost, if it ever possessed, the virtues claimed for it as a supreme educational instrument for all types of mind.

On March 3 and 4 the opinions of the graduates of the university were taken, and the result showed that the advocates of Greek had won, casting 1,559 votes against 1,052 votes in favor of abolition. Prime Minister Balfour voted for Greek.

On March 6 the daily newspapers reported the death of George D. Osterhout, a first-year student in the Law School of Harvard university. Mr. Osterhout was graduated from Harvard college in 1904, *magna cum laude*, having taken the full course in three years. His death was the direct result of this difficult accomplishment.

On the same day the newspapers also reported the death at the Morris Plains State Hospital for the Insane, of the fifteen-year-old daughter of a resident of Cranford, N. J., who had been taken to the hospital a week previously as the result of trying to take both the junior and senior years in the high school in one year.

The sadness of these announcements is accentuated by their avoidability. To lose a lifetime in order to gain a year is surely not economy. There is a lesson in these pathetic news items which should be considered by the entire educational system, from the kindergarten to the university.

During Easter season the great annual convention of board school teachers takes place at Llandudno in Wales, and extends over four days. It is the largest gathering of teachers in England, and the committees write that three thousand delegates are expected to attend.

A meeting of the regents of the Smithsonian institution was held in Washington on March 6. Chief Justice Fuller, as chancellor of the institution, presided, and Vice-President Fairbanks, who in virtue of his office as president of the Senate, is a regent, attended the meetings of the board for the first time.

After the business session was over, the regents walked to the temporary mausoleum of James Smithson, founder of the institution, to the left of the main doorway, and in their presence the body was sealed in the original tomb in which it was laid when Mr. Smithson died in Genoa in 1829.

The Professional and Financial Side.

Conducted by William McAndrew, New York City.

Salaries, Tenure, and Pensions.

Preliminary Report of the N. E. A. Committee.

By CARROLL D. WRIGHT, Chairman.

The committee appointed "to inquire and report upon the salaries, tenure of office, and pension provisions of teachers in the public schools of the United States" was not able to get together and organize the work of investigation until late in the fall. With an entire accord as to the lines to be followed in the investigation, plans were quickly agreed upon, and the active work of collection of data was begun at once.

The members of the committee were of the opinion that the investigation to be undertaken should be comprehensive and thoro, so far as salaries are concerned, as to all classes of teachers and as to all localities. It was believed that the salary question could not be thoroly understood or intelligently discussed except upon the basis of comprehensive salary data from the cities, both large and small, from the small towns, and from the ungraded rural schools as well.

It was further apparent that the actual salaries paid could not be fully understood until studied in the light of the schedules determining the salary rates and the rules governing the increase of salaries according to service, or grade, or merit, as the case might be. The promise of the salary schedule must be judged by comparison with the results in the salary pay-roll.

The nature of the fund or appropriation from which teachers' salaries are paid also seemed important, for in certain cases the salaries have been subject to diminution from the fluctuations of other expenditures or from other causes, and special legislation has been deemed necessary to safeguard the interests of the teachers and to maintain the standard of instruction in the schools.

With these points in view to be studied, the investigations of the committee have been carried on to cover the following lines of inquiry:

1. Actual salaries paid in cities and towns of 8,000 or more inhabitants. These are 546 in number.
2. Fixed salary schedules in cities and towns of 8,000 or more inhabitants, wherever such schedules have been adopted. These schedules should, of course, be studied in comparison with actual salaries—the salary roll.
3. Salaries in typical towns of under 8,000 inhabitants.
4. Salaries in typical ungraded rural schools.
5. The nature of the fund or appropriation from which teacher's salaries are paid (i. e., whether a special salary fund, not subject to diminution from the fluctuation of other expenditures, or drawn from a general educational fund.)
6. Important incidental facts relating to teachers' salaries.
7. The purchasing power of teachers' salaries in different localities.
8. Tenure of office of teachers.
9. Pensions of teachers.

The investigation of salaries being the basis of the whole inquiry and the most complicated portion of it, the efforts of the committee were first directed toward securing as complete salary data, as possible. Along with the salary data, however, material has been gathered bearing upon all the subjects under study.

The inquiries relating to cities and towns of 8,000 or more inhabitants called upon the city superintendents or other officials for the complete salary list for teachers and supervising officers covering the last year, the fixed salary schedule governing salary rates (if such schedule had been adopted) and the other facts in regard to teachers' salary funds, tenure of office, and pensions. The superintendents have for the most part co-operated heartily in the work, and the thanks of the committee are due them for valuable aid.

In answer to the inquiries, up to June 10, out of 546 cities and towns of 8,000 or more inhabitants, 85 per cent, representing 89,000 teachers, had responded with a portion of the desired data in some form. Two-thirds of the whole number had reported the complete details in regard to salaries paid. Only 15 per cent (eighty cities) had failed to reply to the request for information, and it is believed that reports will ultimately be obtained from at least one-half this number. These cities, it may be remarked, had in 1900 a population of over 25,000,000—one-third of the population of the whole country.

The data sought from typical towns of less than 8,000 inhabitants are similar to those sought from the cities and towns of 8,000 or over. Each state superintendent was asked to secure the data from three typical towns or cities of less than 8,000 inhabitants, one of which requires the maximum expenditure for cost of living, one a medium expenditure, and one a minimum expenditure. Each state superintendent was also asked to secure for the committee data from twenty-four ungraded rural schools in his jurisdiction, eight to represent the lowest, eight the medium, and eight the highest yearly salaries paid to teachers of rural schools.

As this information relating to the typical towns and rural schools had to be gathered by the state superintendents by correspondence, the reports have naturally been slower in coming in. Up to the present time, however, reports are in hand from twenty-four states.

Thus far nearly all the work done has been in the direction of collecting data as complete as possible and in making them ready for tabulation. Naturally little has been done upon a final tabulation, and nothing in the way of summarization and analysis of results, as this cannot properly be taken up until a large number of the reports have been studied and carefully compared.

Some brief tables will here be given as indicating the character of some of the tables in regard to yearly salaries which the report of the committee will present, covering all cities and towns of 8,000 or more inhabitants from which complete salary reports are secured. This number will certainly be over 400, and it is hoped that absolutely complete reports can be secured from as many as 500.

This first table gives for St. Louis, Boston, Milwaukee, Detroit, Washington, and Newark, and also for five cities of about 25,000 inhabitants, the population, the total number of teachers (including supervising officers), the salary of superintendents, and the number, minimum, maximum, and average yearly salary paid to principals and to teachers in high schools, elementary schools and kindergartens, in each case subdivided to show men and women separately and combined. It should be added that the salaries of supervisors or special teachers, of music, drawing, manual training, etc., altho

I. Number and Minimum, Maximum, and Average Yearly Salaries of Principals and Teachers in High and Elementary Schools and Kindergartens

(The population here given is the estimate of the Census Bureau)

CITY AND POPULATION IN 1906	Number of Teachers and Superintendents	High Schools				Elementary Schools				Kindergartens			
		Principals		Teachers		Principals		Teachers		Directors		Teachers	
		No.	Min. Yearly Salary	Aver. Yearly Salary	Max. Yearly Salary	No.	Min. Yearly Salary	Aver. Yearly Salary	Max. Yearly Salary	No.	Min. Yearly Salary	Aver. Yearly Salary	Max. Yearly Salary
St. Louis, Mo., 612,279.....M.....	\$5,500	3	\$2,304	\$3,600	\$2,064	53	\$896	\$1,405	\$2,304	1	\$2,048	\$654	\$780
						32	728	1,158	2,304				
						85	728	1,285	2,304				
Boston, Mass., 594,618.....M.....	6,000	11	3,780	4,200	3,060	58	2,700	3,180	3,137	1	2,880	883	792
						20		1,369					
						58	2,700	3,180	3,137				
Milwaukee, Wis., 312,736.....M.....	6,000	4	2,000	2,500	1,300	41	1,100	1,700	1,574				
						24	700	1,040	1,255				
						61	700	1,089	1,506				
Detroit, Mich., 309,653.....M.....	4,000	3	2,000	3,000	1,755	20	850	1,800	1,511				
						71	700	1,040	1,150				
						70	850	1,800	1,253				
Washington, D. C., 293,217.....M.....	4,000	5	1,600	1,600	1,600	20	750	1,500	1,095				
						12	500	841	978				
						91	750	1,500	1,095				
Newark, N. J., 265,394.....M.....	4,500	7	1,600	1,600	1,500	111	675	1,500	983				
						36	1,500	2,200	2,017				
						6	850	1,400	1,175				
Decatur, Ill., 22,736.....M.....	2,000	1	1,600	1,600	1,250	42	850	2,200	1,896				
						13	525	775	691				
						3	550	900	742				
						8	600	775	691				
Anderson, Ind., 23,010.....M.....	2,880	1	1,600	1,600	1,250	11	550	900	705				
						9	720	1,000	698				
						4	615	810	636				
						13	675	1,000	644				
East Orange, N. J., 23,972.....M.....	3,900	1	2,900	2,900	1,100	6	1,900	2,500	2,267				
						11	800	1,250	977				
						6	1,900	2,500	2,267				
						17	800	1,300	1,067				
Sheboygan, Wis., 24,860.....M.....	.....	1	1,400	1,400	1,000	6	850	1,200	1,067				
						5	600	800	670				
						10	600	1,000	735				
						3	900	1,500	1,200				
Waltham, Mass., 24,912.....M.....	2,200	1	2,000	2,000	1,500	2	1,800	1,800	1,800				
						11	700	900	818				
						14	700	1,500	900				
						11	620	1,300	858				

II. Classified Yearly Salaries of Teachers (not including principals) in High Schools.

Teachers Receiving a Yearly Salary of—

CITY		\$500 or under	\$501 to \$550	\$551 to \$600	\$601 to \$650	\$651 to \$700	\$701 to \$750	\$751 to \$800	\$801 to \$850	\$851 to \$900	\$901 to \$950	\$951 to \$1,000	\$1,001 to \$1,100	\$1,101 to \$1,200	\$1,201 to \$1,300	\$1,301 to \$1,400	\$1,401 to \$1,500	\$1,501 to \$1,600	\$1,601 to \$1,700	\$1,701 to \$1,800	\$1,801 to \$1,900	\$1,901 to \$2,000	\$2,001 or over	Total number of teachers	Average yearly salary
St. Louis....	M.	1	1	1	1	1	1	1	1	1	1	1	2	24	4	7	3	2	1	..	..	5	6	54	\$1,405
	F.	..	..	..	..	..	6	..	..	..	..	4	9	34	10	7	8	9	1	..	..	..	..	51	1,153
	T.	..	..	1	..	1	..	..	..	..	..	4	7	24	14	7	3	11	1	..	..	..	..	105	1,285
Boston	M.	..	..	..	..	..	..	..	..	..	..	..	12	22	2	3	27	3	4	..	..	..	72	102	2,406
	F.	..	..	..	..	..	..	..	..	..	1	..	12	26	6	4	30	4	8	6	..	..	..	120	1,369
	T.	1	..	..	..	..	..	..	..	..	..	..	12	26	2	4	3	2	42	..	..	..	72	222	1,846
Milwaukee ..	M.	..	..	..	..	1	..	..	2	..	..	..	3	6	2	..	..	2	..	..	..	..	..	37	1,120
	F.	..	..	..	..	1	1	1	..	..	..	8	3	4	2	..	..	..	..	..	..	..	..	24	1,040
	T.	..	..	..	..	1	1	1	2	16	11	4	13	8	6	..	3	2	2	..	..	..	..	61	1,089
Detroit	M.	..	..	..	..	..	..	..	..	..	..	..	10	18	1	..	..	..	..	..	..	..	..	34	1,171
	F.	..	..	..	..	..	..	1	1	..	..	..	42	52	1	..	..	7	1	..	..	..	..	71	1,040
	T.	..	..	..	..	..	..	1	1	..	..	..	52	18	..	..	..	1	..	..	..	..	..	105	1,082
Washington..	M.	5	1	6	4	4	2	6	10	5	13	13	1	12	1	1	3	1	..	1	..	..	..	79	897
	F.	..	..	..	..	..	2	3	6	..	..	..	19	10	7	..	..	..	..	..	..	..	..	112	841
	T.	7	4	10	10	4	9	13	14	12	5	21	1	1	1	1	1	1	..	..	..	..	..	191	964
Newark	M.	..	..	..	..	9	12	19	24	17	11	34	1	19	1	1	..	1	..	1	..	4	9	17	1,988
	F.	..	..	..	..	..	..	..	..	1	..	..	2	21	1	1	..	..	..	..	..	..	..	29	1,203
	T.	..	..	..	..	..	..	..	..	..	..	2	2	21	1	2	..	3	..	1	..	4	9	46	1,493

III. Classified Yearly Salaries of Principals of Elementary Schools.

Principals Receiving a Yearly Salary of—

CITY	\$700 or under	\$701 to \$750	\$751 to \$800	\$801 to \$850	\$851 to \$900	\$901 to \$950	\$951 to \$1,000	\$1,001 to \$1,100	\$1,101 to \$1,200	\$1,201 to \$1,300	\$1,301 to \$1,400	\$1,401 to \$1,500	\$1,501 to \$1,600	\$1,601 to \$1,700	\$1,701 to \$1,800	\$1,801 to \$1,900	\$1,901 to \$2,000	\$2,001 or over	Total number of principals	Average yearly salary
St. Louis, Mo.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	53	\$1,970
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32	1,622
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	85	1,839
Boston, Mass.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	58	3,157
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	58	2,137
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	58	1,574
Milwaukee, Wis.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	1,225
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	51	1,506
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	1,511
Detroit, Mich.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	50	1,150
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	70	1,253
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	1,005
Washington, D. C.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	91	978
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	982
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	2,017
Newark, N. J.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1,175
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	1,896
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	42	1,896

IV. Classified Yearly Salaries of Teachers in Elementary Schools.

Teachers Receiving a Yearly Salary of—

CITY	\$350 or under	\$351 to \$400	\$401 to \$450	\$451 to \$500	\$501 to \$550	\$551 to \$600	\$601 to \$650	\$651 to \$700	\$701 to \$750	\$751 to \$800	\$801 to \$850	\$851 to \$900	\$901 to \$950	\$951 to \$1,000	\$1,001 to \$1,100	\$1,101 to \$1,200	\$1,201 to \$1,300	\$1,301 to \$1,400	\$1,401 to \$1,500	\$1,501 to \$1,600	\$1,601 or over	Total number of teachers	Average yearly salary
St. Louis.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,262	\$654
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,262	654
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	69	2,182
Boston	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,484	883
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1,553	941
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	62	718
Milwaukee	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	673	625
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	725	632
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	800
Detroit	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	731	636
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	732	636
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	544
Washington.....	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	844	611
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	875	609
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	875
Newark	M. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	750	710
	F. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	754	711
	T. 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	711

here omitted, will be included in the final report of the committee. The minimum and maximum salaries here shown are the lowest and highest actually upon the pay-roll at the time of the report of the committee, and have no reference to schedule rates of minimum or maximum, which may not at the time in question have been the salary of any individual teacher. In this table only those reported as principals have been tabulated under that name,

and all others have been put down as teachers. For example, in Newark sixty-two (one male and sixty-one females) designated as vice-principals have been included with the "teachers" in the table. These sixty-two receive salaries varying from \$850 to \$1,200, and averaging \$984. In Boston the Mechanic Art high school, and in Washington the Manual Training high school, have been classed with other high schools. Their sala-

ries are slightly lower than those paid in the other high schools in the same cities.

This table renders easy a general comparison of salaries paid in the classes of positions employing the greatest number of teachers. Considering the six large cities only, it will be seen at a glance that Boston stands at the top in all classes, and Newark second (except as to superintendent's salary), while Washington salaries are lowest. The fact will be noticed that the number of principals of elementary schools in Washington is much larger than in any of the other cities. But if salaries of principals and teachers in elementary schools are averaged together, the relative position of Washington is improved little, if at all, as this average, so calculated, of 986 Washington principals and teachers is \$658, while for the next lowest, Detroit, the average of 802 principals and teachers is \$690.

It may be desired to study these salaries somewhat more in detail. For this purpose tables have been prepared for the six large cities, classifying the salaries of high school teachers and elementary school principals and teachers.

The second table shows in quite as striking a way as the averages, the differences between the salaries paid in the several cities. In Washington over 40 per cent. of the high school teachers receive salaries ranging from \$500 to \$800, while nearly 87 per cent. receive \$1,000 or less; in Milwaukee 52.5 per cent. are below the \$1,000 line; in Detroit, 23.8 per cent.; in St. Louis, 17.1 per cent.; but in Newark only 6.5 per cent., and in Boston only 4.1 per cent. On the other hand, Boston has 32.4 per cent. receiving over \$2,000, Newark has 19.6 per cent. and St. Louis 5.7 per cent. Other interesting comparisons may be made.

A similar table (table III) shows the salaries of principals of elementary schools classified.

It will be seen from this table that in Washington 83.8 per cent. of the principals of elementary schools receive \$1,000 or less per year, in Detroit 34.3 per cent., in St. Louis 7.1 per cent., while in Milwaukee and Newark only one person out of the whole number receives so low a salary, and in Boston the lowest salary paid any principal was \$2,700.

The fact that the two cities employing a greater number of women than men in the position of principals pay very much lower average salaries cannot fail to attract attention in this connection. There are without doubt differences in organization affecting salaries which the reports furnished to the committee have not always made clear.

The salaries of the elementary teachers (not including principals), which are the largest and therefore most important of all the classes of teachers, have also been classified in a table, and the result is shown above (table IV).

From this table it appears that Washington has 306 teachers, or 35 per cent. of the elementary school teachers, receiving \$500 or less, Detroit 23.2 per cent., Milwaukee, 13.1 per cent., St. Louis 12.5 per cent., and Newark, 10.6 per cent. Of the Boston teachers the lowest paid are seventy-one in the group receiving \$551 to \$600. The number of men teachers in the elementary schools is shown to be very small, Boston, Milwaukee, and Washington leading in the order named.

Enough has been given to indicate the completeness which the committee desires and confidently hopes to give to the part of its report which relates to salaries. Effort will be made to study the reports which have been received, and, so far as an understanding of conditions is possible, only those facts will be brought into comparison which can properly be compared because of similarity of conditions. The data will be summarized to bring

out most clearly the significance of the facts—and all the facts.

The large amount of material relating to the other subjects referred to the committee, which has been collected at the same time with the salary data, will be studied, and the results will be fully presented. But, being based so largely upon the salary question, they naturally give precedence to it.

It is confidently hoped that the completed report will be submitted during the coming fall.

Respectfully submitted on behalf of the committee,
CARROLL D. WRIGHT, Chairman.

Committee on Salaries, Tenure, and Pensions of Teachers.

Carroll D. Wright, U. S. commissioner of labor, Washington, D. C., chairman.

Edwin G. Cooley, superintendent of schools, Chicago, Ill.

Franklin H. Giddings, professor of sociology, Columbia university, New York, N. Y.

Miss Catharine Goggin, teacher in city schools, Chicago, Ill.

R. H. Halsey, principal of the State Normal School, Oshkosh, Wis.

William McAndrew, principal of Girls' Technical High School, New York, N. Y.

Miss Anna Tolman Smith, U. S. Bureau of Education, Washington, D. C.

Letters.

Overstimulation or Understimulation?

Referring to an editorial in THE SCHOOL JOURNAL of February 18, "Overstimulation at the Start," may I venture to dissent in part? Is it not possible that there is *understimulation* further along in the grades?

In my experience as principal I have observed that in fourth, fifth, and sixth grades, where "that tired feeling" prevails, conning of book lessons has taken the place of vital teaching, and there are too few interests, too little dealing with the concrete, and too much cramming.

Are there not two possible views to take of the situation?

LAURA HAND,
Principal Van Buren School.

St. Paul, Minn.

The National Educational Association will meet at Asbury Park, N. J., July 3-7. Pres. Supt. William H. Maxwell, New York City; Permanent Sec., Irwin Shepard, Winona, Minn.

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The Educational Outlook.

The secretary of Columbia university made two important announcements on March 6 in regard to the educational policy of that institution.

Hereafter candidates for the degree of bachelor of science will not be required to offer any ancient language at entrance or be required to pursue the study of any ancient language while in college.

The other change is that the degrees of bachelor of arts and bachelor of science will be granted, not upon any basis of the term of college residence, but solely upon the quantity of work done, which shall be 124 points. A point will be the satisfactory completion of work requiring attendance of one hour a week for one-half year. When these 124 points are obtained, the student is entitled to his diploma.

Furthermore, a student who gets an "A" in any two courses in one half year will receive a credit of an extra point thereby, provided that he has not fallen below the mark "B" in any course pursued by him. On the other hand, a student who receives "D" in two courses in any half year will be credited, not with two points, but with only one.

When a student has obtained 72 points of the 124, he may, under certain restrictions, enter the School of Applied Science, the College of Physicians and Surgeons, Teachers College, or the School of Fine Arts, and receive the scholastic degree on the completion of two years work of the professional course.

The new Boys' High school in Philadelphia, at Broad and Green streets, one of the finest school buildings in the United States, having been erected at a cost of a million and a half of dollars, was damaged by fire on the afternoon of March 9 to the extent of \$150,000.

At the time the fire broke out, there were in the gymnasium in the basement about two hundred boys engaged in athletic work. They did admirable service in saving property. The contents of the observatory, including a twenty-five thousand dollar telescope and an instrument for segregating the colors of the sun were completely destroyed. So also was Professor Snyder's library, which contained valuable books and papers that cannot be replaced.

In the parade which took place at Washington in connection with President Roosevelt's inauguration, there was a delegation of high school boys from a number of cities, a majority of the states being represented. On March 6, the boys visited Mount Vernon, and for several days were busy enjoying the many interesting sights which Washington affords. This is the first inauguration at which such a delegation has attended the ceremonies.

The formal presentation of the Elizabeth F. Howard Annex to the city of New Orleans took place on Feb. 7, and was a very impressive school ceremony. Mayor Behrman accepted the gift on the part of the city, and then intrusted the future care of the school to Hon. Andrew Wilson, president of the school board. Mr. Wilson accepted the trust and thanked the donor in the name of the board.

The Annex is an addition to the Frank T. Howard public school, donated a few years ago to the city by Mr. Howard, one of New Orleans' greatest philanthropists.

At the meeting of the school board of New Orleans on Feb. 10, a committee of teachers from the New Orleans Educational association presented a petition asking the board to consider the question of teachers' salaries. The petition was supplemented by a schedule of the minimum cost of living to a teacher in

New Orleans. The petition was received and referred to the committee on education, resources, and revenue. It asks that fifty dollars a month be the minimum salary paid, which shall be increased by fifty dollars every year until a maximum of nine hundred dollars a year is reached, with a proportionate increase for principals and teachers in secondary schools.

Mrs. Cornelius Stevenson, well-known for her learned patronage of explorations in the East, has resigned the secretaryship of the department of archeology, of the University of Pennsylvania, and Messrs. Samuel T. Bodine, Calvin Wells, and William H. Furness, III., the Borneo explorer, have resigned as managers of the archeological museum of the university.

These resignations are due to the controversy which has broken out between Prof. Herman V. Hilprecht, the Assyriologist of the university, and Canon Peters, of New York, the celebrated Orientalist, who was in charge of the excavations of the university at Nippur in 1888-'91. Dr. Peters, backed by other eminent scholars, charges Professor Hilprecht with having "manufactured" discoveries in Babylonia. The professor has declined to reply to the charges, and therefore Mrs. Stevenson, thinking the charge to be serious on account of the great learning of Dr. Peters, has withdrawn her financial support from Dr. Hilprecht's exploration expeditions, and resigned her connection with the archeology department of the university, and her action has been followed by the trustees of the museum whose names have been mentioned.

A delegation representing the *Vereinigung Alter Deutschen Studenten*, an association of German students, was received at the White House on March 8, and presented to President Roosevelt a diploma of honorary membership in the society, an honor which has never before been conferred upon any American.

Preparation of Specialists.

The Bradley Polytechnic institute of Peoria, Ill., will in the fall of 1905 begin to offer courses for the preparation of teachers of manual training and domestic economy for elementary and high schools.

In the founding and organization of the institute liberal provision was made for work along these two lines, and they have received great prominence in its curriculum. The demand for teachers specially equipped to teach these subjects has led the institute to plan the courses now offered, for a well rounded preparation for such teachers.

To those who wish to take the manual training course there will be required four years of approved academic work and one year of collegiate study. There will be offered to them at the institute, courses in the following: manual training—its theory, history, and organization; manual training for elementary schools; woodmaking; metal working; drawing; decorative designs; and textiles; with substitute courses in certain cases in framing and wood-turning, pattern making, and cabinet making.

For admission to the courses for teaching domestic economy four years of academic work of a satisfactory grade will be necessary. The courses here are: cooking; decorative design; plain sewing; textiles; sanitation; home decoration and art needlework; chemistry of foods; food and dietetics; human physiology; bacteriology; household administrations; dressmaking; emergencies; home nursing and invalid cooking; teaching of domestic economy.

Recent Deaths.

Leverett L. Camp, the oldest surviving principal of any New Haven (Conn.) school, died in that city on March 7, aged seventy-five years. He began his teaching career forty-three years ago, but has recently been treasurer of the Potter & Putnam Company, of New York. He was the father of Walter Camp, Yale's celebrated athletic adviser.

Dr. David Murray, an educator of note, died in New Brunswick, N. J., on March 6, after a protracted illness.

He was born in Bovina, Delaware county, N. Y., in 1830, his parents being natives of Scotland. He was a graduate of Union college, class of 1852. He immediately entered the teaching profession, and was principal of the Albany academy from 1857 to 1862. In that year he became professor of mathematics and astronomy in Rutgers college, where he remained until 1873.

In 1872, the Japanese special embassy which visited Europe and the United States invited Dr. Murray to become adviser to the Imperial Minister of Education, and he occupied that delicate and responsible post for six years, framing more than any other one person the modern educational system of the empire. He came to the Centennial exhibition at Philadelphia in order to collect materials for the educational museum of Japan, and upon his permanent return to this country in 1879, the Mikado decorated him with the Order of the Rising Sun.

For ten years after he left the Far East, he was secretary to the board of regents of the University of the State of New York. Ill-health then compelled him to resign, but in 1897 he was able to lecture at Johns Hopkins university upon the history of education in Japan.

Dr. Murray was a trustee of Union college, of Rutgers' college, and of the Albany academy, and had received the degree of doctor of laws from both the colleges which he served as trustee.

Samuel Dexter Ward, a former trustee of Lake Forest university, and the first comptroller of Chicago, died in New York on March 4, in his eighty-fourth year. He was born in Hadley, Mass., and began his mercantile career in Boston, but removed to Chicago in 1851, engaging in the hardware business. In 1857 Mayor John Wentworth appointed him comptroller of the city, and after five years in that office, he organized the collection of internal revenue in the district of Chicago, and he handled millions of dollars before he retired in 1866. For many years he was active in the real estate business of Chicago, being treasurer and a director of the Jennings Trust company from its organization (now the Equitable Trust Company) until he retired from business a few years ago. During his residence at Lake Forest, Ill., Mr. Ward was treasurer of that town.

Oliver Hopkinson, grandson of Francis Hopkinson, a signer of the Declaration of Independence, and the oldest living graduate of the University of Pennsylvania, died in Philadelphia on March 10, aged ninety-three years.

He attended as a lad the Rock Hill academy at Ellicott's Mills, Md., and always spent his Saturdays and Sundays while there at the manor of Charles Carroll, of Carrollton. In 1827 he was graduated from the University of Pennsylvania, and in 1837 was admitted to the bar. He served in the civil war as lieutenant-colonel of the First Delaware regiment, and was wounded at the battle of Antietam.

In and Around New York City.

The New York Educational Council will hold its regular meeting on March 18, at the New York university building on Washington square. Supt. John Kennedy will present the celebrated "Batavia Plan," of which he is the originator.

The board of education has decided not to appeal the case of Miss Mary G. Jones to a higher court, and the case has therefore been settled. Miss Jones secured a judgment for back salary and rank and pay as assistant to principal. As the facts in each case are different, this does not mean that the other claimants to the position of assistant to principal will not have to prove their cases in separate actions of their own.

Only fifty-one names appear on the new eligible list for women principals of elementary schools. A large number of candidates took the examination last September.

The principals of several of the high schools in Manhattan intend to encourage art work by exchanging exhibits from time to time. During the second week of March there was an interesting display of school work in art and drawing at the Girls' Technical high school, loaned by the DeWitt Clinton and Bryant high schools. The exhibit included landscape compositions, applied design, costume drawings, sketches, lettering, and still life.

On March 11, the Schoolmasters' association listened to a lecture at the association's usual place of meeting on Washington square to a talk by Dr. Herder, one of the members of the board of examiners of New York city, on "The Influence of Examinations on Teachers."

More than two hundred graduates of school No. 19 gathered there recently and formed an alumni organization. There were graduates of classes as far back as 1865. John Noltey, '65, was elected president, and Edward J. Meehan, '02, secretary. The meeting was preceded by a gathering of some five hundred parents and friends of the children now in the school to inspect the fine exhibition of drawing, sewing, and shop-work. A pleasant program was given, consisting of several choruses by the school glee club of boys and girls under the direction of Mrs. Cagliardi and Miss Jost, solos, recitations, etc., and addresses by the principal, James B. T. Demorest, Dr. Anthony Bassler, chairman of the local school board, and Commissioner McGowan.

During the first week in March, school No. 96 celebrated the tenth anniversary of its opening, and also the same anniversary of the commencement of the principalship of Mrs. Eliza S. Pell.

The daffodil is the flower of the school, and the assembly room was decorated with these and other spring flowers. Each girl wore white, with a daffodil in her hair. Teachers and pupils combined to arrange an interesting program in which were songs characteristic of the day, written by the teachers.

Addresses were made by District Supt. John L. W. Hunt, Commissioner John P. Kelly, Louis P. Balch, chairman of the local board, and Dr. Sophie Scheel, also of the local board. Among the guests were Miss Carrie Ikelheimer and Miss Ida Brennan, former teachers in No. 96, now principals. At the conclusion of the exercises a luncheon was served to the guests in the gymnasium, at which Mr. Balch acted as toastmaster. During the luncheon Miss Ida M. Lewis, in behalf of the teachers, presented to Mrs. Pell a pansy pin incrusting with diamonds and pearls.

On March 2, the teachers and pupils of

school No. 10, the Bronx, Evander Childs and Sarah M. Reins, principals, celebrated the thirteenth anniversary of the opening of the school. The school opened with but 400 pupils in the grammar department. To-day there are 1500, and the board of education has found it necessary to provide for an addition. The last graduating class has presented a set of three brackets for statuary which has been given to the school.

Continuing the series of geographic lectures arranged by the Brooklyn Teachers' association in school No. 85, Miss Mary A. Mason will speak on March 22 on "The Geography of Europe;" De Witt C. Snyder, M. D., on March 29 on "The Geography of Africa;" and Mr. Cyrus C. Adams on April 5 on "Geographic Influences in the Material Development of the United States."

School No. 54, Brooklyn, is badly crowded, and the board of education recently acquired a plot of land in the rear of the building. The superintendents have recommended to the committee on buildings that a temporary structure be erected thereon.

The dramatic society of the De Witt Clinton high school gave its third annual performance at the Carnegie Lyceum on the night of March 4. The play which was presented was Bulwer-Lytton's "Money." It was very well done.

At the recent meeting of the Federation of Women's Clubs of the City of New York resolutions were adopted requesting the mayor to appoint a woman as a member of the board of education. Copies of the resolutions were sent to Mayor McClellan and to President Tift, of the board of education.

Two new lecture centers were opened by the board of education on March 7. One is public school No. 30, at 224 East Eighty-eighth street, and the other the Sunday-school room of St. Cornelius' church on West Forty-sixth street.

A number of Columbia university students, particularly those connected with the School of Mines, and members of the 'varsity athletic teams, applied for temporary positions with the Interborough Railroad Company, when on March 7 a strike of the employees of that company crippled the running of the elevated trains and the subway system. The management gladly accepted those who were competent for positions in its service.

Two '05 men in the department of electrical engineering were appointed motormen, receiving for twelve hours a day the sum of three dollars. Several of the crew and football were made guards, for which the wages are two dollars. The college men seemed to enjoy their new occupations greatly.

The will of David R. Jaques, sometime dean of the law school of New York university, was offered for probate on March 7. By it \$20,000 are bequeathed to the Hampton Normal and Agricultural institute at Hampton, Va., the famous institution for the training of youths of Indian and negro descent.

The Senate of New York university, at a meeting on March 6, nominated twenty-two persons to fill vacancies on the Hall of Fame Committee of One Hundred. This committee judges as to the eligibility of names nominated for inscription on the hall. The vacancies were due to eleven deaths of former committeemen, and the retirement from office of ten of the chief justices of the states. The names of the individuals elected are withheld for the present.

The senate of the university also approved the plan of the placing of a large

bust of Horace Mann by the teachers of the United States immediately above his tablet in the Hall of Fame. The unveiling of this bust will take place on July 8, next, and will be the closing incident of the meeting of the N. E. A. at Asbury Park.

By order of Archbishop Farley, a collection was taken up in all the Roman Catholic churches of Manhattan and the Bronx on the first Sunday in Lent, March 12, for the Roman Catholic schools on the Indian reservations. The collection was ordered because Congress has directed that no more public money shall go to these schools.

James H. Torbert, assistant principal of the High and Industrial School for Negroes at Fort Valley, Ga., delivered an address on the negro problem before the Colored Young Men's Christian Association on March 5.

He said that racial prejudice is really a step to racial progress, as it forces the negro to build hotels of their own, to worship in churches of their own, and to found and endow their own colleges.

The first duty of the negroes, which they owed to themselves and to their country, was to have a pride of race. Let the world know that they are proud of the fact that they are negroes, and stop passing for Chinamen, or Spaniards, or Indians. It is their duty to teach the world that it is not necessary to be a white man in order to be true, to be noble, or to be good.

Mr. V. Everit Macy has been elected to succeed Mr. Spencer Trask as chairman of the board of trustees of Teachers' college. The college shows a gain of sixty-nine students over those registered last year.

At the meeting of the trustees of Columbia university held on March 6, it was announced that Mr. Jacob H. Schiff had given to the university \$100,000 as the endowment of a professorship of social work.

The trustees at the same meeting selected Dr. Edward T. Devine, general secretary of the Charity Organization society and editor of *Charities*, to fill the new chair. Dr. Devine is a native of Iowa, thirty-eight years of age, and was educated at Cornell college, Iowa, from which he was graduated in 1887. He was principal of the schools of Albion, Iowa, 1886-'87, of Marshalltown, Iowa, 1887-'88, and of Mt. Vernon, Iowa, 1888-'90. He studied at the University of Halle, 1890-'91, and received the degree of doctor of philosophy from the University of Pennsylvania in 1893, and for four years afterwards was a fellow of the university.

It was also announced that the trustees had received \$20,000 from an anonymous donor, to be expended at the discretion of the president of the university, and \$25,000 from Gen. Horace W. Carpenter, to be added to the principal of the Carpenter fund for lectures in law.

The Hon. William Miller Collier, recently confirmed by the senate as envoy to Spain, and the author of "Collier on Bankruptcy," began on March 13, the delivery of a series of lectures to the New York university law school upon the United States bankruptcy law.

Frederick S. Oliver of Ballard, Calif., writes: Antikamnia tablets have done grand service in alleviating women's pains. Shall take much pleasure in recommending them in various nerve and inflammatory pains. Druggists sell them, usually charging twenty-five cents a dozen. Camping and outing parties will do wisely by including a few dozens in the medical outfit.

Resolutions of The Board.

At the meeting of the board of education on March 8, Commissioner Abraham Stern, speaking upon the resolution reported by the executive committee of the board deprecating the action begun by the state commissioner of education against the normal college, said that the very existence of the normal college was at stake, and that Superintendent Maxwell ought not to have instigated this attack from Albany upon the college.

The commissioner reviewed the test case brought by Miss Price to secure a teacher's license from Dr. Maxwell, and how after Justice Leventritt had decided in her favor, the superintendent had tried to induce the board to appeal the case to a higher court, and had refused to be guided as to the 129 other girls in the same situation as Miss Price by the judicial decision in her test case. Mr. Stern said that it would have been much more like a man for the superintendent to have made suggestions to the board of trustees of the normal college, than to have complained to the state office at Albany because he was piqued at the judiciary not agreeing with his ideas on law. And also it was not candid, to say the least, for him to have denied having communicated with the state officer at the head of the department of education, because that officer when the question was asked was called "state superintendent" whereas his legal designation was "state commissioner." That was certainly a very technical manner of regarding the truth. Yet the person who takes such an attitude demands the highest morality from the teachers under his supervision. The seriousness, however, of the entire matter was that the normal college had two thousand students, and was the only institution in the city where the children of the poor can get the necessary training to become teachers.

Commissioner Backus rebuked Mr. Stern for attacking Dr. Maxwell. Then Superintendent Maxwell began his reply to Commissioner Stern by saying that most of the commissioner's remarks were irrelevant to the matter at issue. When the commissioner said that the normal college was the only institution in the city where the poor could be trained to become teachers, did he expect the public to believe that? Did he believe it himself? Dr. Maxwell denied having instigated the action of the state commissioner against the normal college, and in regard to the Price case, he had been told by a good lawyer that there were good grounds for appeal. He believed this decision of Justice Leventritt struck at the very heart of the educational system.

The city superintendent continued speaking, until finally Commissioner Mann made a point of order to the Chair, saying, "I think the speaker has gone to the limit of our patience."

President Tift called Dr. Maxwell to order, and the city superintendent sat down. Then Dr. Hunter, president of the Normal college, arose and craved permission of the board to reply to some of the misstatements which he said that the city superintendent had made. He was allowed to do so.

The board thereupon passed the resolution of the executive committee declaring it to be the opinion of the board that the state commissioner of education should not revoke his approval of the course of studies of the Normal college.

Commissioner Schmidt followed this with another resolution directing the city superintendent to grant teachers' licenses to the 129 graduates whose standing was the same as Miss Price.

"This is the first time in my educational career that an attempt has been made to coerce me," said Dr. Maxwell. "You are establishing a bad precedent."

The resolution was nevertheless passed. There was still a third resolution to come before the board. It requested the committee on by-laws to draft an amendment which would curtail the city superintendent's powers in conducting examinations.

This resolution was likewise passed. Then the board adjourned.

On March 6, the board of education gave out an official statement in regard to the loss of school coal. It is in substance as follows: On Jan. 19, a member of the committee on supplies received information that it was currently reported in the borough of Queens that coal intended for schools in that borough was being stolen and disposed of. This was reported to the committee on supplies when it met on Jan. 26. The matter was placed in the hands of the superintendent of school supplies and an investigation ordered the following day. On Feb. 1, the superintendent secured enough evidence to justify the suspension of the inspector of fuel who had charge of this coal.

Charges were preferred against one fuel inspector. The first hearing was held on Feb. 24, and the second hearing on March 1, at which hearing the committee decided to recommend that the inspector be dismissed.

Coal was found in the cellars of several residents of the borough of Queens, among others that of a cleaner in one of our public schools. The total quantity of coal lost is between thirty and forty tons. There is nothing to prove that systematic stealing has been going on.

As soon as the board of education is thru with its own employees all the evidence gathered will be turned over to the district attorney of the county of Queens, for such action as may seem to him proper.

Pension Matters.

The executive committee of the Brooklyn Teachers' Association met on March 6, and listened to a report from President Best of the association and of the Interborough council concerning the teachers' pension bill now before the legislature.

On account of the large vote of the teachers against unrestricted half-pay, it had been determined by the council to amend the bill so that no pension should exceed \$2,000 a year.

Mr. Best, in referring to the opposition of the board of education to the bill, denied that it decreased the powers of the board. It was not the actual retiring power, but the right to recommend teachers for retirement, which was entrusted to the board of retirement created by the bill. There were two reasons why the teachers should be represented on this board; they contributed to the fund and it was the policy of other cities in the United States.

Mr. Best said that the one per cent. reduction contribution was most advisable, first because it relieved the sick teachers of the heavy burden of supporting the fund, and secondly because, if in the future the teachers' pensions were attacked, they would have an unanswerable defence in that they had built up the fund themselves.

The executive committee passed unanimously a resolution endorsing the pension bill and urging the legislature to pass it. The committee also recommended to the legislature a favorable action upon the bill introduced by the state teachers, giving them a permanent tenure of office after two probationary terms of service. The committee in addition passed a resolution condemning the organization of branch schools as false economy and detrimental to the service.

Male Teachers' Association.

At the recent meeting of the Male Teachers' association the following offi-

cers were elected: Pres., Bernard Cronson, principal of school 125, Manhattan; Vice-Pres., Charles J. Pickett; Rec. Sec'y., C. T. S. Clark. Finan. Sec'y., James J. Shufro; Treas., Victor C. Ritchie, jr., Directors for Three Years, Frederick J. Reilly, William Simmons, Henry J. Plongh, Leon C. Burdick, and for one year, Van Evrie Kilpatrick. These officers will be installed at the May meeting.

Resolutions were also adopted urging the legislature to pass the bill making secure the tenure of office of the teachers of New York state outside of New York city, and also asking the legislature not to pass the bill taking away from the boards of education of the cities of the state the right to decide whether they will have corporal punishment in their schools or not, and making it a misdemeanor for teachers to inflict such corporal punishment.

East Side Conditions.

On February 10, Miss Julia Richman, district superintendent of schools, made an address before a meeting of the Eastern Medical Society of the city of New York at the rooms of that organization on Clinton street.

Miss Richman said, "When I assumed the post of district superintendent of the Educational Alliance, I believed that my duties would be purely pedagogic. It required very few days to convince me of my mistake. I found that there was a moral responsibility which rested upon me, and I have done my best to meet it. The first feature of east side evil which met me was the fact that many of the little boys were being made pickpockets and expert thieves. Systematic efforts have largely stamped out this condition.

"Another and a greater problem by far is before us—a problem involving our girls. Within the very recent past three cases have been reported to me from different schools, in which baby girls, in the A B C class, were the wretched victims. When I learned the particulars of two of the cases I was thoroughly wrought up. One of them was the case of Sarah Rusak, just seven years and one month old.

"The moment the story was told me I rang up the detective department. I told Capt. Langan that I wanted a man, and a man who could be trusted—not a machine who would nose around a day or so and then make a whitewashing report. I told him to take hold of the case as if it was his own child who had been assailed. Later, thru Baby Sarah's mother, the principal of the school got hold of certain evidence which showed that there was in the institution a girl eleven years old who, despite her tender years, systematically took the babies about her to destruction and received pay. A man was arrested, but the child did not identify him. The police found nothing.

"The Gerry society tells me that it can work best without co-operation with the police. Its officers ought to be in a

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position to know how to achieve the most satisfactory results."

When Miss Richman finished, many of the physicians crowded around her, and assured her of their co-operation in the work she asked of them.

The Athletic League.

The first annual report of the Public School Athletic League of the City of New York is in press, and gives a comprehensive review of the league's activity since its organization a year ago.

The league has erected four sub-target gun machines in the De Witt Clinton and Morris high schools, the High School of Commerce, and the Boys' High School of Brooklyn.

In the spring games last year 20,000 boys competed. In addition to many prizes for running, jumping, basket-ball, and similar sports, a bronze button was given to every boy who attained a certain standard in single exercises.

The league last year, having discovered that the physical condition of the New York school girls was even worse than that of the boys, tried the experiment of offering pins to every girl of school No. 15, who acquired a correct carriage of the body. Now a woman's auxiliary has taken charge of the work of providing a general system of athletic training for the girls.

The league received \$9,000 during 1904, all of which it disbursed. Since 1905 came it acknowledges the receipt of the following gifts, valuable not only for the material aid in the work, but as an evidence of the interest of the giver: J. P. Morgan, \$1,000; Clarence H. Mackay, \$1,000; Gustav Amsinck, \$250; Walter G. Oakman, \$250; and Cornelius Vanderbilt, John B. Clafin, Edward D. Adams, Woodbury G. Langdon, George F. Victor, and Seth Low, \$100 each.

Educational New England.

The board of managers of the Franklin fund of Boston, the accumulation under the will of Benjamin Franklin, voted on March 10 to accept the offer of Mr. Andrew Carnegie to double the amount of money which the managers of the fund have at their disposal.

A Franklin Union will be established, along the lines of the Cooper Union of New York.

On March 10 there was filed at Pittsfield, Mass., the will of the late William F. Miller, a retired tea importer of New York, whose summer residence near Pittsfield was noted as the breeding place of especially fine cattle. Mr. Miller was a Harvard man, class of '58 and the will provides that his entire estate, after certain small legacies are paid, is to be held in trust, the profits and income to be paid over to Mrs. Miller during her lifetime, and upon her death, the entire property is to go unreservedly to Harvard university. The estate consists largely of valuable real estate, and altho its exact value is uncertain, it is known to be worth considerably over one million dollars.

Samuel Hill, of Seattle, Wash., a member of the board of overseers of Harvard university and the son of President Hill of the Great Northern railway, has subscribed \$50,000 to the special fund for the relief of the annual deficiency existing at Harvard.

Dr. John Edwin Sandys, fellow and lecturer of St. John's college, University

of Cambridge, began on March 20 the series of classical lectures at Harvard on the Gardiner M. Lane foundation. The general theme of the lectures will be "The Study of Latin During the Revival of Learning in Italy," and the third of the six lectures will be devoted to the theory and practice of education during the Renaissance.

President Hyde of Bowdoin college, was the preacher in the chapel of Yale university on March 5, and discussed prohibition.

President Hyde declared that God always deserts the prophet who stands still, and that was the trouble with the Prohibitionists of to-day. God had deserted them. The reason was that the Prohibitionists have never thought out the needs of the workmen in the great cities. The settlement worker cares more for the working man than the Prohibitionist ever did, because instead of trying to take away from them their only recreation, the settlement worker tries to solve the harder problem of substituting a more enjoyable pleasure than drunkenness affords. The Prohibitionists are fighting a losing battle, and it makes them angry. They have been standing still while God's plans have been moving on.

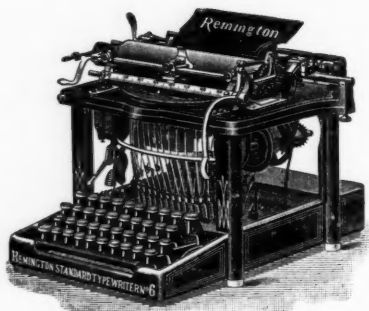
Prof. Barrett Wendell, of Harvard, whose lectures at the Sorbonne in Paris have been one of the features of the Parisian winter, left the French capital on March 10 for a short visit to Geneva. Upon his return from Switzerland Professor Wendell will lecture at all of the provincial universities in France except the University of Rennes. He will begin at the University of Lille.

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Literary Notes.

St. Nicholas is always educational and entertaining. The March issue is more than ordinarily bright. Some of the best writers of fiction of the present day contribute to its pages. "Queen Zixi of Ix," by L. Frank Baum, with illustrations in color by Frederick Remington, will probably bear off the palm in this department. The rhyme and picture pages, by Lucy Fitch Perkins, are of most delectable quality. It is hardly necessary to speak of those departments, "Nature and Science for Young Folks" and "St. Nicholas League," they are so well known and so sure to contain many interesting things.

Home decoration and furnishing is the field covered by *The House Beautiful*. Some of the most attractive articles in the March issue are "A Man's House," by W. A. Vernon; "Lamp and Candle Shades," by Elizabeth Gregory; "How an Abnakee Rug is Made," by Helen R. Albee; "Historic Beds," by Frederick Gilmore, and "Raising Mushrooms for Profit," by Albert S. Elliott.

Fiction and poetry make up the greater part of the contents of *Harper's Magazine* for March, in accordance with the evident determination of the publishers to keep the periodical in the first place as a medium for the best current literature. The stories in this number are by Muriel Campbell Dyar, James Branch Cabell, May Harris, Roy Rolfe Gilson, Justus Miles Forman, Mrs. Humphry Ward, Edwin Lefevre, and Mrs. Everard Cotes, and the poems by A. Hugh Fisher, Thomas Walsh, Margaret Lee Ashley, Arthur Stringer, Charles Coleman Stoddard, and Burgess Johnson. It is impossible to mention all the articles in regard to science and current events that the number contains. We must speak, however, of President Eliot's article on "Employers' Policies in the Industrial Strife," and Mr. Howells' on London "In the Season."

It is almost superfluous to say that in order to keep informed as to the progress of the world in applying science to the various needs of mankind one should read *The Technical World* regularly. Its March issue has a frontispiece portrait of Alexander Graham Bell. Among the articles are "Wireless Telephony," by A. Frederick Collins; "Distribution of Time Signals," by Waldon Fawcett; "Our Earthquake Survey," by John Elfreth Watkins; "Principles of Artistic Photography," by Louis A. Lamb. There are many first-class half-tone illustrations.

The inauguration number of *Harper's Weekly* (March 4) has a special cover design, a front page picture showing President Roosevelt delivering his inaugural address, and another page picture of Vice-President Fairbanks taking the oath in the senate chamber. There are also portraits of the principal ones connected with the ceremony and of the ladies of the cabinet.

The principal articles in the *Craftsman* for March include a sketch of John Muir with portrait and views of mountain scenery; "Christian Science Architecture; East and West," "Art in the Home and School," and "Robert Reid's Mural Paintings in the Massachusetts State House."

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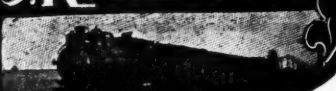
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Mr. Howard Chandler Christy has drawn a set of four pastels in color which are said to be exceptionally striking and beautiful and the most captivating set of pictures drawn by him. This form of work is an innovation on Mr. Christy's part. The pastels will be published in April by Moffatt, Yard & Company, the new firm, who announce that from now on all new drawings by Mr. Christy in separate picture form will be published exclusively by them.

Dr. John Whitmore, instructor in chemistry in the Stamford, Conn., high school has published (Atkinson, Mentzer & Grover, Chicago), a loose leaf chemistry manual, which fits the loose leaf covers in common use and has a space left near each experiment for a record of the student's work or a statement of his own observations. This reduces the manual labor of keeping the note-book to a minimum, and makes it easy for the teacher to examine the result. Seventy-one experiments are given in the book.

The University of Chicago Press has issued the advance sheets of a volume by President Harper, to which he gave the last revision just previous to his serious operation. It is entitled, "The Trend of Higher Education," and most of its contents are reprints of articles in magazines or papers read before educational gatherings. Dr. Harper says that it is only "a notebook in the great educational laboratory," but the papers have a general thread of thought running thru them, and that is, "the democratization of higher educational work." In this respect the author thinks that a comparison of the situation to-day with that of one or two centuries ago "reveals differences so great that one is at a loss to explain them on the basis of evolution."

Houghton, Mifflin & Company will issue soon a book by Professor Munsterberg, the distinguished Harvard professor of psychology, to be entitled "Eternal Life." It will be in the dialog form, and is a discussion of the problem of a future existence. It is said not to continue the investigation along the lines of Dr. Osler's "Science and Immortality," but rather to coincide with the primary theory in Dr. McConnell's inspiring "The Evolution of Immortality," wherein a continued existence for the individual is considered to be within that individual's own control, and determined by his conduct and ideals. Whatever may be its theory, Professor Munsterberg's scientific attainments and vigor of style will cause the book to be welcomed as a contribution to a subject on which man never ceases to speculate.

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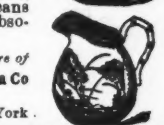
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